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ABSTRACT

A 1979 study of the perceived impact of career guidance and counseling services provided to students at the junior high school level in three urban school divisions was replicated in 1980. Students (N=430) from 6 urban and rural schools completed questionnaires designed to explore student perceptions and attitudes concerning various aspects of counseling services found in their schools. Results indicated that although most students knew that counseling services existed in their schools, they perceived the counselor as a crisis consultant rather than an information source. The students regarded parents as strong influences on their educational and career decisions. Socio-economic background was a major contributing factor in students' decision-making processes and their stated information needs. Most students desired more information on job planning and job search methods. Findings suggest that because students must make certain career-related decisions before selecting their tenth grade courses, the focus of counseling services in junior high schools should concentrate on providing information to facilitate students' career decisions. (NRB)

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COUNSELLING AND GUIDANCE SERVICES
IN SELECTED JUNIOR HIGH SCHOOLS:
UTILIZATION AND IDENTIFIED NEED
1979-80

U.S. DEPARTMENT OF HEALTH,
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September, 1980

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INTRODUCTION

During the summer of 1979 the Research Branch undertook a study of the perceived impact of career guidance and counselling services provided to students at the junior high school level in three urban school divisions. The interest expressed in the study by rural teachers provided the rationale for a replication of the study involving both rural and urban schools.

This report provides a description of student perceptions concerning various aspects of counselling services found in the selected schools. The five main research objectives of the report were:

1. To observe the influence of counsellors and others on student educational and career decisions
2. To identify students' program choice.
3. To identify the degree to which students utilize existing services.
4. To analyze the attitudes of students toward the counselling service they utilize.
5. To identify students' counselling needs.

I

Summary of FindingsA. Operational Definitions

For the purpose of this study;

(i) Counselling Services were defined as any information source available to the student within the school. These could be a physical location, that is, an information centre, and/or a staff member.

(ii) Guidance Counsellor/Guidance Teacher referred to any person viewed by the student as providing counselling services.

(iii) Socio-Economic Status was calculated by assigning scores, based on parental education, income and prestige levels, to each of the 480 occupations obtained from the 1971 census. Ranking of these occupations then took place according to their socio-economic values. The occupation of the student's father or guardian, obtained from the questionnaires, was coded according to their position on this index. The students' socio-economic background was then determined according to the relative position of their parents' index score. That is, students with a high socio-economic background had parents whose scores were found in the top one-third of the index.

(iv) Program Choice and Course Choice were used interchangeably. For example, a 100 level program/course refers to students taking a majority of their grade 10 subjects at a 100 level.

(v) Type of Division referred to students surveyed in either a "rural" or "urban" division.

B. Limitations

When reading this report it is important to keep in mind the limitations inherent in the study. Due to the nature of the sample, the findings reflect students' perceptions and attitudes which apply only to the six schools

sampled. Therefore, conclusions drawn from the findings may not be generalized to the junior high school population in Manitoba.

Secondly, while six grade 7 and 8 classes were sampled, only five grade 9 classes were sampled. Due to the nature of the sample only five grade 9 classes were available at the time the study was conducted.

Owing to survey administration procedures some teachers remained in the classroom during survey administration. This may have influenced students' perceptions towards counselling services available in the school.

Finally, it is important to point out that the study emphasized student perceptions. It is intended to offer an indication of what students see as existing, rather than what actually exists in the schools.

C. HIGHLIGHTS

1. Counselling and Guidance Services: Student Perceptions

- (i) Regardless of grade, a majority of students perceived counselling services as existing in their school.
- (ii) ~~A greater~~ percentage of urban students perceived the availability of information on guidance topics, in their school, than did rural students.
- (iii) A majority of students, regardless of grade and type of division, stated that they had no regular guidance classes.
- (iv) A majority of students perceived no need to meet with a guidance counsellor on their own.
- (v) Counselling services with which students demonstrated the greatest degree of satisfaction varied according to division.

2. The Identified Information Requirements of Students

- (1) Overall, the topics students most frequently stated they would like to get information about were "job plans when you finish your education" and "applying/looking for a job."

- (ii) Topics chosen by students from a high socio-economic background corresponded closely to those chosen by students planning on taking 100 level courses.
- (iii) Urban students ranked "attending university" as the number one topic about which they would like to obtain information. In comparison, rural students ranked it fifth.
- (iv) Students most often stated "how does it pay" as the job-related topic about which they would like to get information.

3. Influences on Students' Educational and Career Decisions

- (i) Students most often perceived "mother" and "father" as being of "very much help" in making all four of the educational and career decisions examined.
- (ii) The "guidance counsellor" was most often perceived by students as being of "no help" in formulating the educational and career decisions discussed.
- (iii) Urban students consistently ranked the influence of "guidance counsellors" higher than did rural students.

4. Students Planned Program Choice

- (i) Students' planned level of education was compatible with their planned program choice and planned type of high school.
- (ii) Students choosing an "academic" type of high school gave highest priority to reasons which were not job-related. In comparison, students choosing a "comprehensive" type of high school more often stated job-related reasons for their choice.

D. IMPLICATIONS/CONCLUSIONS

1. Students appear to be formulating educational and career decisions during grades 7 and 8. For example, most students who plan on attending university seem to have made this decision prior to grade 9. In view of this, counsellors might consider providing more information to students in earlier grades to aid students in making these decisions.
2. Students perceive the counsellor as a person who is consulted only in a crisis, rather than someone who could serve as an information source. As such, students could possibly benefit if counsellors were to place greater emphasis on their role as suppliers of career and educational information.
3. Universities and community colleges might have some influence on students' educational and career decisions, through the provision of information to students at the junior high school level. Such information might be provided either directly or indirectly. In particular, direct contact between post-secondary institutions and rural junior high school students in the form of visitations by representatives could greatly enhance the ability of rural students to formulate career decisions. Increased indirect contact between post-secondary institutions and junior high school students through guidance counsellors would likewise be beneficial to students.
4. Socio-economic background has been shown to be a major contributing factor in (a) students' decision-making process and (b) their stated information needs. As a result counsellors might consider this an important factor in their dealings with students.

5. Since students expressed a high interest in obtaining information related to jobs, counsellors should consider increasing the emphasis given in this area.
6. Since urban students perceived "television/books" as being a major influencing factor in helping them choose their planned job, it may be beneficial to consider the use of mass media as a vehicle for providing job-related information to these students.
7. Parents were viewed by students as having a strong influence on their educational and career decisions. As a result, increased contact between parents and school counsellors might provide the counsellor with an indirect avenue for providing information to students, thus influencing the students career decision-making process. This could take the form of seminar or workshop dealing with "career guidance" which might be arranged for grade 7, 8, and 9 students. Representation from guidance/ counselling personnel, labour/manpower, as well as post-secondary institutions could be included. Parents should be invited to attend such workshops/seminars.
8. Clearly, students must make certain career-related decisions before selecting their grade 10 course program. With this fact in mind perhaps the focus of counselling services in junior high and high school should be examined. Possibly, counselling at the junior high level should concentrate on providing information to students which will facilitate their career decisions.

At the high school level emphasis could be placed on providing information to students with the goal of enabling them to "fine tune" their earlier decisions.

SUMMARY TABLE

PROFILE OF JUNIOR HIGH SCHOOL STUDENTS BY THEIR PLANNED PROGRAM CHOICE

Profile Characteristics	Students' Planned Program Choice				
	100	101	102	103	Don't Know
Planned Level of Education	University (82%)	High School (51%)	High School (52%)	High School (68%)	High School (48%)
Number of Brothers and Sisters	0 - 2 (61%)	0 - 2 (54%)	3 or more (57%)	3 or more (54%)	3 or more (52%)
Persons "Very Much Help" in Choosing Program	Mother (54%) Father (51%)	Mother (49%) Father (42%)	Mother (48%) Father (42%)	Mother (32%) Father (21%)	Mother (53%) Father (53%)
Topics About Which Students Would Like Information (Ranked)	(1) Attending University (2) Job plans when you finish your education	(1) Job plans when you finish your education (2) Applying/looking for a job	(1) School marks or grades (2) Job plans when you finish your education	(1) Job plans when you finish your education (2) School marks/grades	(1) Job plans when you finish your education (2) Applying/looking for a job
Job Related Topics About Which Students Would Like Information (Ranked)	(1) What training is needed (2) What courses should I take at high school	(1) How does it pay (2) What training is needed	(1) How does it pay (2) What training is needed	(1) What kind of grades are needed (2) What courses should I take at high school	(1) What courses should I take at high school (2) How does it pay
Planned Type of High School	Academic (76%)	Academic (64%)	Academic (55%)	Academic (60%)	Academic (66%)
Students' Grade	Grade 9 (45%)	Grade 8 (40%)	Grade 8 (39%)	Grade 9 (50%)	Grade 7 (54%)
Students' Division					
Students' Socio-Economic Status	Low (45%)	Low (57%)	Low (51%)	Low (78%)	Low (60%)

II

MethodologyA. Questionnaire Development

The survey instrument was developed by members of the Research Branch, Department of Education for the 1979 counselling report. At the time of development consultation took place with Curriculum Services, Department of Education and with school counsellors. As the 1980 study was a replication of the 1979 study, the same survey instrument was used.

B. Sample Selection

The sample was drawn from two schools in each of three school divisions. Two divisions were selected from rural areas and one was selected from the Winnipeg area.

The principal and/or counsellor from each school was contacted in order to select the students. In each school one class from each junior high grade (7, 8, and 9) was sampled, with the exception of one school in which only grades 7 and 8 were sampled. In the case where there was more than one class per grade in a given school, the class was randomly chosen from the school's class list.

The sample consisted of 430 students; 167 from Division "A", 131 from Division "B", and 132 from Division "C". While the distribution of males and females did not parallel the percentage of males and females in the 1979-1980 public school enrollments, it was felt that the differences did not significantly affect the outcomes of the study (Table 1).

C. Field Methods

In-class administration of the questionnaires was carried out during the first three weeks of June, 1980. Students taking part in the study were assured that all answers would be kept confidential.

TABLE 1

SAMPLE COMPOSITION AND PROVINCIAL ENROLLMENT BY SEX

Sex	<u>Sample</u>			<u>Provincial Enrollment</u> *		
	7	8	9	7	8	9
Male	48%	54%	50%	51%	51%	50%
Female	<u>52%</u>	<u>46%</u>	<u>50%</u>	<u>49%</u>	<u>49%</u>	<u>50%</u>
Number of Students	149	154	117	15,258	15,558	16,312

* Source: Statistics Canada 1980.

III

Counselling and Guidance Services: Students' Perceptions

An objective of this study was to determine student attitudes regarding the various aspects of guidance and counselling in junior high schools. Student perceptions as to services available, contact with the counsellor and with counselling services, as well as satisfaction with services utilized will be examined in this chapter.

A. Student Perceptions of Existing Services

Counselling services may be perceived by students in a variety of ways. When students were asked whether or not there was a guidance counsellor/guidance teacher in their school, approximately 60% of students in all grades replied "yes" (Table 2). Grade 7 students in Division 'A' most frequently replied that they did not know whether there was a counsellor in their school (Question 12A). Analysis done on a rural/urban basis showed that with the exception of grade 8 students, urban students more frequently replied that they knew there was a counsellor in their school (Table 3).

Slightly more than half of the students in all grades perceived that information on guidance-related materials was available (Table 4). However, it should also be noted that approximately 40% of the students did not know whether such information was available. When analysis was done on a rural/urban basis a noticeable difference appeared between the two. Over 65% of the urban students replied that there was information available to them, while approximately 45% of rural students replied that such information was available (Table 5).

Overall, just over half of the students perceived counselling services as existing in their school either through the counsellors, or through other information sources.

TABLE 2

STUDENT PERCEPTIONS AS TO WHETHER A GUIDANCE COUNSELLOR
IS IN THEIR SCHOOL BY STUDENTS' GRADE

Is there a guidance counsellor in your school?	Grade		
	7	8	9
Yes	50%	66%	63%
No	20%	25%	28%
Don't Know	30%	9%	9%
Number of students	144	153	116

TABLE 3

STUDENT PERCEPTIONS AS TO WHETHER A GUIDANCE COUNSELLOR
IS IN THEIR SCHOOL BY TYPE OF DIVISION AND GRADE

Is there a guidance counsellor in your school?	Division					
	RURAL			URBAN		
	7	8	9	7	8	9
Yes	40%	71%	52%	69%	55%	100%
No	26%	18%	37%	8%	43%	-
Don't Know	34%	11%	11%	23%	2%	-
Number of students	93	106	89	51	47	27

TABLE 4

STUDENT PERCEPTIONS AS TO WHETHER INFORMATION ON GUIDANCE TOPICS
IS AVAILABLE IN THEIR SCHOOL BY STUDENTS' GRADE

Is there a place where you can find books, magazines and other information related to guidance topics?	Grade		
	7	8	9
Yes	53%	54%	55%
No	11%	6%	3%
Don't Know	36%	40%	42%
Number of students	147	154	118

TABLE 5

STUDENT PERCEPTIONS AS TO WHETHER INFORMATION ON GUIDANCE TOPICS
IS AVAILABLE IN THEIR SCHOOL BY TYPE OF DIVISION AND GRADE

Is there a place where you can find books, magazines and other information related to guidance topics?	Division					
	Rural			Urban		
	7	8	9	7	8	9
Yes	45%	49%	42%	67%	65%	96%
No	11%	8%	3%	12%	4%	-
Don't Know	44%	43%	55%	21%	31%	4%
Number of students	95	106	91	52	48	28

B. Utilization

Student contact with counsellors may take place in a number of situations, including regularly scheduled guidance classes, small group and individual counselling sessions.

Students were asked whether or not they had regular guidance classes in order to determine, in part, their perceived degree of contact with counsellors. On average, 72% of all students stated they did not have regular guidance classes (Table 6). When an urban/rural comparison was made, approximately 86% of urban students and 62% of rural students stated they did not have regular guidance classes (Table 7). Rural students who replied they did have regular guidance classes most often stated they had an average of four classes per month.

When students were asked whether they had met with the counsellor in a small group, grade 9 students most often indicated they had not (Table 8). Also, a majority of students stated that they had not met with a guidance counsellor on their own. Grade 8 students most often indicated they had not met with the counsellor on their own (78%); however, this was only slightly higher than for other grades (Table 9). A rural/urban analysis showed that urban students more often stated they had met with a counsellor on their own (Table 10).

The majority of students who stated that they had not met with the counsellor on an individual basis indicated it was because they "did not perceive any need to do so" (Table 11). For example, students stated they had "no serious problems" and, therefore, had no reason to see a counsellor. Twenty percent of the students stated that there was "no counsellor in the school." Students in Division 'A' constituted the group most frequently identifying this reason for their lack of contact with a counsellor (Question 12B).

TABLE 6

THE PERCEIVED NUMBER OF REGULAR GUIDANCE CLASSES
PER MONTH BY STUDENTS' GRADE

Number of Classes Per Month	Grade		
	7	8	9
None	75%	68%	74%
1	9%	2%	3%
2	1%	2%	0%
3	1%	1%	4%
4	<u>15%</u>	<u>27%</u>	<u>19%</u>
Number of students	140	152	117

TABLE 7

THE PERCEIVED NUMBER OF REGULAR GUIDANCE CLASSES
PER MONTH BY TYPE OF DIVISION AND GRADE

Number of Classes Per Month	Division					
	Rural			Urban		
	7	8	9	7	8	9
None	64%	51%	72%	85%	98%	74%
1	10%	4%	4%	10%	2%	7%
2	3%	4%	-	-	-	-
3	2%	1%	2%	-	-	12%
4	<u>21%</u>	<u>40%</u>	<u>22%</u>	<u>5%</u>	<u>-</u>	<u>7%</u>
Number of students	94	106	90	53	48	27

TABLE 8

THE PERCEIVED NUMBER OF SMALL GROUP MEETINGS PER YEAR STUDENTS INDICATED
AS HAVING WITH THE COUNSELLOR BY STUDENTS' GRADE

Number of Small Group Meetings Per Year	Grade		
	7	8	9
None	64%	76%	84%
1	5%	6%	5%
2	21%	6%	1%
3	3%	1%	3%
4	7%	11%	7%
Number of students	141	151	114

TABLE 9

THE NUMBER OF MEETINGS PER YEAR STUDENTS INDICATED AS HAVING
ON THEIR OWN WITH THE GUIDANCE COUNSELLOR BY STUDENTS' GRADE

Number of Meetings Per Year	Grade		
	7	8	9
None	73%	78%	71%
1	10%	10%	13%
2	5%	3%	9%
3	2%	3%	3%
4 or more	10%	6%	4%
Number of students	143	154	117

TABLE 10

THE NUMBER OF MEETINGS PER YEAR STUDENTS INDICATED AS HAVING ON THEIR OWN
WITH THE GUIDANCE COUNSELLOR BY TYPE OF DIVISION BY STUDENTS' GRADE

Number of Meetings Per Year	Division					
	Rural			Urban		
	7	8	9	7	8	9
None	63%	60%	66%	75%	89%	59%
1	14%	21%	21%	12%	9%	11%
2	10%	5%	11%	-	-	3%
3	2%	4%	-	3%	2%	15%
4	<u>11%</u>	<u>10%</u>	<u>2%</u>	<u>10%</u>	<u>-</u>	<u>12%</u>
Number of students	95	108	90	51	47	27

TABLE 11

REASONS STUDENTS GAVE FOR NOT MEETING ON THEIR OWN
WITH THE GUIDANCE COUNSELLOR BY STUDENTS' GRADE

Reasons for not Meeting with Counsellor	Grade		
	7	8	9
No guidance counsellor in school	20%	20%	20%
Did not know there was a counsellor	8%	1%	-
Did not perceive any need to do so	61%	65%	68%
Unable to relate to counsellor	4%	4%	3%
Administrative problems	1%	-	2%
Discussed problems with someone else	-	2%	3%
Prefer to remain independent	1%	-	-
Other	<u>5%</u>	<u>8%</u>	<u>4%</u>
Number of students	85	102	75

Students were also asked to indicate which of a number of specific counselling services they had utilized.

This information provided a measure of student utilization of certain services, not the degree of student need for these services. The services ranking highest in terms of stated student usage varied considerably by school division; nevertheless, "school marks or grades" was consistently in the top three rankings (Table 12). "School marks or grades" ranked first in Division 'C'. "Planning your high school program" and "job plans when you finish your education" ranked in the top five in all divisions. "Applying/looking for a job" ranked low in Division 'A' and 'B' (11th and 9th respectively) whereas in Division 'C' it ranked fourth.

Some topics, such as "attending community college" and "leaving high school before finishing" ranked low, regardless of grade or school division.

C. Student Satisfaction with Services Utilized

The majority of students in all divisions stated some degree of satisfaction with the services they had utilized (Table 13). Most students reported they were very satisfied with the services of "applying/looking for a job." Eighty-three percent of Division 'A' and 59% of Division 'B' students reported they were very satisfied with the service "alcohol and drug education" as compared to 33% of students in Division 'C' (Table 13).

TABLE 12
 RANK ORDERING OF COUNSELLING SERVICES
 STUDENTS UTILIZED BY STUDENTS' DIVISION

Counselling Service Utilized	Division		
	'A'	'B'	'C'
School marks or grades	1	3	3
Planning your high school program	2	5	2
Problems with friends	3	6	5
Discipline/school problems	3	7	7
Job plans when you finish your education	4	4	1
Problems with boyfriends/girlfriends	5	13	9
Personal problems	6	8	6
How to get along in everyday life	7	4	8
Attending university	8	10	9
Alcohol and drug education	8	1	5
Sex education	9	2	11
Family problems	9	12	7
Attending community college	10	11	10
Applying/looking for a job	11	9	4
Attending business school	12	15	8
Leaving high school before finishing	13	14	10

TABLE 13
STUDENT SATISFACTION WITH COUNSELLING SERVICES UTILIZED BY STUDENT'S DIVISION

Counselling Services Utilized	Degree of Satisfaction											
	School Division 'A'				School Division 'B'				School Division 'C'			
	Not Sat.*	Little Sat.	Very Sat.	Number of Students	Not Sat.	Little Sat.	Very Sat.	Number of Students	Not Sat.	Little Sat.	Very Sat.	Number of Students
Personal problems	11%	67%	22%	18	21%	32%	47%	19	14%	57%	29%	7
Family problems	17%	67%	17%	12	8%	42%	50%	12	-	60%	40%	5
Problems with friends	5%	73%	23%	22	13%	53%	34%	32	43%	43%	14%	7
Problems with boyfriends/girlfriends	7%	57%	36%	14	30%	30%	40%	10	100%	-	-	2
School marks or grades	14%	44%	42%	43	16%	47%	38%	45	18%	47%	35%	17
Planning your high school program	8%	54%	38%	26	14%	43%	43%	35	11%	53%	37%	19
Job plans when you finish high school	7%	40%	53%	15	5%	50%	45%	38	8%	46%	46%	24
Attending university	9%	36%	55%	11	18%	35%	47%	17	8%	50%	42%	12
Attending community college	17%	67%	17%	7	-	67%	33%	18	-	100%	-	1
Attending business school	-	67%	33%	3	14%	71%	14%	7	-	100%	-	2
Leaving high school before finishing	-	25%	75%	4	9%	73%	18%	11	100%	-	-	1
Sex education	9%	9%	82%	11	13%	40%	47%	47	100%	-	-	1
Alcohol and drug education	-	17%	83%	12	16%	26%	59%	58	11%	56%	33%	9
How to get along in everyday life	7%	27%	64%	14	8%	53%	40%	38	33%	33%	33%	6
Discipline/school problems	20%	55%	25%	20	7%	62%	31%	29	14%	43%	43%	7
Applying/looking for a job	-	44%	56%	9	15%	35%	50%	20	8%	31%	62%	13

*For the purpose of this table "sat." is used as an abbreviation of "satisfied".

IV

The Identified Information Requirements of StudentsA. General Information Requirements

When students were asked to choose the topics about which they would like information, the most frequently chosen topic was "job plans when you finish your education" (Table 14). "Applying/looking for a job" and "attending university" ranked second and third respectively.

Further analysis disclosed differences among students in the three school divisions (Table 15). "Attending university" ranked first in Division 'C' while in Division 'A' and 'B' it ranked fourth and fifth respectively. These differences could be a reflection of the socio-economic composition of each division. A larger percentage of students in Division 'C' come from a high socio-economic background and may view university as a more tangible option than do students in other divisions (Table 16). However, the five most often chosen topics were the same for students regardless of their grade or division (Question 13).

Students in Division 'C' more often indicated they would like information on "alcohol and drug education" than did students in Division 'A' and 'B'. The frequency with which "sex education" was chosen also varied among divisions. It ranked seventh and ninth respectively in Divisions 'A' and 'C', but ranked twelfth in Division 'B'.

A rural/urban analysis showed the five most frequently chosen topics remained the same, with "attending university" ranking first in the urban division and fifth in rural division group (Table 17). Overall, "problems with girlfriends/boyfriends" ranked sixth, however, specifically among urban students it ranked eleventh. Alcohol and drug education was also ranked much higher by urban students than rural students, (sixth and eleventh respectively).

TABLE 14

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS
WOULD LIKE TO GET INFORMATION

Topics	Rank
Job plans when you finish your education	1
Applying/looking for a job	2
Attending university	3
School marks or grades	4
Planning your high school program	5
Problems with boyfriends/girlfriends	6
How to get along in everyday life	7
Problems with friends	8
Attending community college	8
Sex education	9
Alcohol and drug education	9
Personal problems	10
Family problems	11
Attending business school	12
Leaving high school before finishing	13
Discipline/school problems	14

TABLE 15

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY STUDENTS' DIVISION

Topics	Division		
	'A'	'B'	'C'
Applying/looking for a job	1	2	3
Job plans when you finish your education	2	1	2
Planning your high school program	3	4	4
Attending university	4	5	1
School marks or grades	5	3	5
Problems with boyfriends/girlfriends	6	8	8
Sex education	7	2	9
How to get along in everyday life	7	7	7
Problems with friends	8	10	8
Personal problems	9	9	10
Family problems	10	10	7
Attending business school	10	14	11
Alcohol and drug education	10	11	6
Attending community college	11	6	11
Leaving high school before finishing	12	13	13
Discipline/school problems	13	11	12

TABLE 16

STUDENTS' SOCIO-ECONOMIC STATUS BY STUDENTS' DIVISION

Division	Socio-Economic Status			Number of Students
	Low	Medium	High	
'A'	69%	18%	13%	150
'B'	71%	15%	13%	119
'C'	24%	26%	50%	114

TABLE 16A

STUDENTS' SOCIO-ECONOMIC STATUS BY STUDENTS' TYPE OF DIVISION

Division	Socio-Economic Status			Number of Students
	Low	Medium	High	
Rural	70%	17%	13%	269
Urban	24%	26%	50%	114

TABLE 17

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY TYPE OF DIVISION

Topics	Type of Division	
	Rural	Urban
Applying/looking for a job	1	3
Job plans when you finish your education	2	2
School marks or grades	3	5
Planning your high school program	4	4
Attending university	5	1
Problems with boyfriends/ girlfriends	6	11
How to get along in everyday life	7	7
Attending community college	8	13
Sex education	9	9
Problems with friends	9	8
Personal problems	11	10
Family problems	11	10
Alcohol and drug education (including smoking)	11	6
Attending business school	12	14
Leaving high school before finishing	13	16
Discipline/school problems	14	15

A breakdown by sex, as well as by rural/urban, showed further differences (Table 18). The topics "how to get along in everyday life" and "sex education" were ranked sixth by male urban students, while female urban students ranked both eleventh. "Problems with friends" were ranked about the same by male students in rural and urban divisions (twelfth and eleventh respectively) with female urban students ranking "problems with friends" fifth and female rural students ninth.

Information requirements students considered important also differed among students who were planning different grade 10 courses (Table 19). Students planning on taking 100 level courses most often cited "attending university" as the topic about which they wanted information most, whereas with 103 program choice students it was ranked eleventh. "Job plans when you finish your education" ranked either 1st or 2nd no matter what program was chosen. Consistent with their program choice, "attending business school" was the fifth most often chosen topic among students planning on taking a business education program (102). Other groups rarely selected this as a topic of interest. This may indicate that many students, including those students choosing 100 level courses, have decided on their future plans and simply want additional information on their chosen career field.

Students from a high socio-economic background most frequently selected "attending university" as the topic they would most like information about, while for students from lower socio-economic backgrounds "applying/looking for a job" was their most frequent choice (Table 20). It was observed that topics chosen by students from a high socio-economic background correspond to those chosen by students planning on taking 100 level courses (Tables 19 and 20). The five most often chosen topics remained the same regardless of socio-economic background, although this ranking was different.

B. Job-Related Information Requirements

Students were asked to select the four questions relating to work which best described the areas in which they would like information. Overall, students most often chose "how does it pay" (Table 21). No difference surfaced as a result of

TABLE 18

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY TYPE OF DIVISION BY SEX

Topics	Type of Division			
	Rural		Urban	
	Male	Female	Male	Female
Applying/looking for a job	1	1	3	2
Job plans when you finish your education	2	2	1	3
School marks or grades	3	4	4	4
Planning your high school program	4	3	5	3
Attending university	5	6	2	1
Attending community college	6	13	9	10
Problems with boyfriends/ girlfriends	7	7	8	8
How to get along in everyday life	8	8	6	11
Sex education	9	13	6	11
Attending business school	10	14	9	11
Leaving high school before finishing	11	16	10	13
Alcohol and drug education (including smoking)	11	12	7	6
Problems with friends	12	9	11	5
Personal problems	13	10	10	9
Family problems	13	11	10	7
Discipline/school problems	14	15	11	12

TABLE 19

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY STUDENTS' PROGRAM CHOICE

Topics	Program Choice				
	100	101	102	103	Don't Know
Attending university	1	5	7	11	5
Job plans when you finish your education	2	1	2	1	1
Applying/looking for a job	3	2	3	1	2
Planning your high school program	4	4	4	3	4
School marks/grades	5	3	1	2	3
Attending community college	6	6	10	4	11
How to get along in everyday life	6	8	5	3	8
Problems with boyfriends/girlfriends	7	7	5	5	6
Sex education	8	11	9	8	8
Personal problems	9	10	8	9	10
Problems with friends	10	8	5	11	7
Alcohol and drug education	11	12	6	6	9
Family problems	12	8	5	8	14
Attending business school	13	9	5	12	11
Discipline/school problems	14	13	9	10	12
Leaving high school before finishing	15	8	9	7	11

TABLE 20

RANK ORDERING OF TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY STUDENTS' SOCIO-ECONOMIC STATUS

Topics	Socio-Economic Status		
	Low	Medium	High
Applying/looking for a job	1	1	4
Job plans when you finish your education	2	3	2
School marks or grades	3	5	5
Planning your high school program	4	4	3
Attending university	5	2	1
How to get along in everyday life	6	7	11
Problems with boyfriends/girlfriends	7	8	7
Problems with friends	8	8	11
Attending community college	9	8	10
Personal problems	10	10	9
Family problems	11	7	12
Attending business school	12	9	13
Alcohol and drug education	12	9	6
Sex education	13	6	8
Leaving high school before finishing	14	12	13
Discipline/school problems	15	11	13

TABLE 21

RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH
STUDENTS WOULD LIKE TO GET INFORMATION

Questions About Jobs	Rank
How does it pay?	1
What training is needed?	2
What courses should I take at high school?	3
What kind of grades are needed?	4
How long is the training?	5
What kind of work will I be doing?	6
What are the costs (tuition fees/training costs)?	7
What are the hours of work?	8
What jobs are open in this field?	9
Do I have to go to university/community college?	10
What is the best school to attend?	11
What is the location of job?	12
What are the physical requirements?	13

divisional analysis (Table 21A). Despite divisional variations in the remaining rankings, students were consistent in their top four choices.

Rural/urban analysis also showed the first four choices remained the same. However, a difference was seen regarding the perceived importance of the topic "what jobs are open in this field." Rural students ranked this item tenth and urban students ranked it fifth (Table 22). Urban female students ranked "how does it pay" fourth whereas students in the other groups ranked it either first or second (Table 23).

A number of differences in job-related information requirements were observed among students planning different grade 10 programs (Table 24). Students planning on taking 100 level programs most often indicated they would like information on "what training is needed." Students planning on 103 level courses most often requested information on "what kinds of grades are needed." As might be expected, "what courses should I take at high school" was the most often indicated topic by students who replied they were uncertain as to their grade 10 course choice. Students intending on taking 101 level courses in grade 10 more often indicated they would like information on "do I have to go to university/community college." This could be attributed to the fact that they are uncertain whether the 101 course they have chosen will lead to a job or if they must continue their education.

A greater demand for information on "what are the costs" was expressed by students from low and medium socio-economic backgrounds (sixth and fourth respectively), than students with a high socio-economic background (tenth) (Table 25). Students from a high socio-economic background demonstrated less interest in "what training is needed" than did students from low and medium socio-economic backgrounds. However, the topic was among the top three in all socio-economic backgrounds.

TABLE 21A

RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH STUDENTS
WOULD LIKE TO GET INFORMATION BY STUDENTS' DIVISION

Questions About Jobs	Division		
	'A'	'B'	'C'
How does it pay?	1	1	1
What courses should I take at high school?	2	3	3
What training is needed?	3	2	2
What kind of grades are needed?	4	2	4
What kind of work will I be doing?	5	6	7
How long is the training?	6	4	6
What are the hours of work?	7	8	10
What are the costs (tuition fees/training costs)?	8	5	8
Do I have to go to university/community college?	9	7	9
What jobs are open in this field?	10	9	5
What is the location of job?	11	10	11
What is the best school to attend?	12	9	7
What are the physical requirements?	13	11	11

TABLE 22
RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH
STUDENTS WOULD LIKE TO GET INFORMATION BY
TYPE OF DIVISION

Job-Related Topics	Division	
	Rural	Urban
How does it pay?	1	1
What training is needed?	2	2
What courses should I take at high school?	3	3
What kind of grades are needed?	4	4
What kind of work will I be doing?	5	7
How long is the training?	6	6
What are the costs?	7	8
What are the hours of work?	8	10
Do I have to go to university/community college?	9	9
What jobs are open in this field?	10	5
What is the location of job?	10	11
What is the best school to attend?	11	7
What are the physical requirements?	12	11

TABLE 23

RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH
STUDENTS WOULD LIKE TO GET INFORMATION BY
TYPE OF DIVISION BY SEX

Job-Related Topics	Division			
	Rural		Urban	
	Male	Female	Male	Female
How does it pay?	1	2	1	4
What training is needed?	2	2	2	2
What kind of grades are needed?	3	3	3	5
What courses should I take at high school?	4	1	3	1
What are the hours of work?	5	7	8	9
How long is the training?	6	5	4	7
What kind of work will I be doing?	7	4	6	6
What are the costs?	8	7	7	8
What is the location of job?	9	9	9	11
Do I have to go to university/community college?	10	6	7	10
What jobs are open in this field?	11	3	5	3
What is the best school to attend?	12	8	5	8
What are the physical requirements?	12	10	8	12

TABLE 24

RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY STUDENTS' PLANNED PROGRAM CHOICE

Questions About Jobs	Planned Program Choice				
	100	101	102	103	Don't Know
What training is needed?	1	2	2	3	3
What courses should I take at high school?	2	5	3	2	1
What kinds of grades are needed?	3	2	5	1	5
How does it pay?	4	1	1	4	2
What are the costs (tuition fees/training costs)?	5	8	7	9	9
How long is the training?	6	4	5	8	6
What jobs are open in this field?	7	7	6	5	11
What is the best school to attend?	7	9	10	10	12
What kind of work will I be doing?	8	4	4	9	4
Do I have to go to university/community college?	9	3	8	7	8
What are the hours of work?	10	7	5	5	7
What is the location of job?	11	6	9	10	10
What are the physical requirements?	12	6	9	7	13

TABLE 25

RANK ORDERING OF JOB-RELATED TOPICS ABOUT WHICH STUDENTS WOULD LIKE
TO GET INFORMATION BY STUDENTS' SOCIO-ECONOMIC STATUS

Questions About Jobs	Socio-Economic Status		
	Low	Medium	High
What training is needed?	1	1	3
How does it pay?	2	3	1
What kinds of grades are needed?	2	6	4
What courses should I take at high school?	3	2	2
What kind of work will I be doing?	4	7	8
How long is the training?	5	5	5
What are the costs (tuition fees/training costs)?	6	4	10
Do I have to go to university/community college?	7	10	9
What are the hours of work?	8	7	6
What jobs are open in this field?	8	9	7
What is the best school to attend?	9	8	8
What are the physical requirements?	10	12	12
What is the location of job?	11	11	11

Both this chapter and the preceding one have dealt with students' perceptions of counselling services within their schools. The discussion moved from a description of counselling services which students utilized to the presentation of data concerning students' perceived information needs. The report will now turn to the impact various factors are perceived as having on students' educational and career decisions.

Influences on Students' Educational and Career Decisions

This chapter focuses on the educational and career-related decisions students will make, and the factors they perceive as influencing these decisions. Separate discussions deal with students' major plans and decisions as well as with the perceptions students have regarding the degree various factors have influenced or will influence them. It should be noted that for all decisions students most often perceived "priests/religious leaders" as being of "no help" in making their various decisions.

A. People Influencing High School Choice

When asked the amount of help they perceived people as giving them in their choice of high school, students most often cited "mother" and "father" as being of "very much help" (Table 26). It was observed that the "guidance counsellor" was perceived by a majority of students as being of "no help" in choosing their high school (Question 6). Grade 9 students more frequently indicated "friends" as being of "very much help" in their choice of high school, than did their grade 7 and 8 counterparts (Question 6).

B. Student Grade 10 Course Choice

It was noted that "mother" and "father" were most frequently viewed as being of "very much help" to the students when choosing their grade 10 courses (Table 27). Grade 9 students perceived the influence of "mother" and "father" on their choice of grade 10 courses to be significantly less than that perceived by grade 7 and 8 students (Question 10B).

Conversely, the influence of "friends" on grade 10 course choice was viewed by grade 9 students as greater, than it was by grade 7 and 8 students (Question 10b). Student responses were ranked according to the people they perceived as being of "some help" in their grade 10 course choice. It was observed that regardless of socio-economic background, students ranked "mother" and "father" first and second respectively (Table 28). Students from high socio-economic backgrounds ranked the influence of "guidance counsellor" higher than did students from low

TABLE 26

THE DEGREE OF HELP STUDENTS INDICATED VARIOUS PEOPLE
AS HAVING ON HIGH SCHOOL CHOICE

People Influencing High School Choice	Degree of Help			Number of Students
	No Help	Not Much Help	Very Much Help	
Mother	12%	31%	57%	422
Father	18%	33%	49%	420
Brothers/sisters	44%	33%	23%	415
Other relatives or adults	61%	29%	10%	410
Friends	28%	41%	31%	418
A teacher	52%	27%	21%	411
Your homeroom teacher	57%	28%	15%	412
Principal/vice-principal	64%	25%	11%	414
Guidance counsellor/guidance teacher	72%	18%	10%	411
Priests/religious leaders	87%	10%	3%	407

TABLE 27

THE DEGREE OF HELP STUDENTS INDICATED VARIOUS PEOPLE
AS HAVING ON THEIR GRADE 10 COURSE CHOICE

People Influencing Grade 10 Course Choice	Degree of Help			Number of Students
	No Help	Not Much Help	Very Much Help	
Mother	20%	29%	51%	419
Father	25%	29%	46%	417
Brothers/sisters	46%	27%	27%	416
Other relatives or adults	70%	23%	7%	409
Friends	37%	41%	22%	408
A teacher	48%	28%	24%	406
Your homeroom teacher	57%	22%	21%	408
Principal/vice-principal	66%	20%	14%	410
Guidance counsellor/guidance teacher	71%	19%	10%	411
Priests/religious leaders	90%	7%	3%	416

TABLE 28

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF "SOME HELP"
IN CHOOSING GRADE 10 COURSES BY STUDENTS' SOCIO-ECONOMIC STATUS

People Being of "Some Help"*	Socio-Economic Status		
	Low	Medium	High
Mother	1	12	1
Father	2	1	2
Friends	3	3	3
A teacher	4	2	5
Brothers/sisters	5	4	4
Your homeroom teacher	6	5	8
Principal/vice-principal	7	7	9
Other relatives/adults	8	6	7
Guidance counsellor/guidance teacher	9	8	6
Priests/religious leaders	10	9	10

*"Some Help" was obtained by combining the "not much help" and "very much help" categories.

and medium socio-economic backgrounds. A similar discrepancy is found in rankings done by type of division (rural and urban) where urban students ranked the influence of counsellors higher than did rural students (Table 29). With other minor exceptions, rankings done by type of division and socio-economic background were congruent.

C. Planned Level of Education

A majority of students indicated "mother" and "father" as being of "very much help" to them when planning their level of education (Table 30). With the exception of "brothers/sisters" and "friends", in excess of 50% of the students reported each of the remaining categories as being of "no help."

A rank ordering of people ~~who~~ students perceived as being of "some help" in deciding how far to go in school by type of division reveals that urban students, more than their rural counterparts, perceived "some help" from "guidance counsellors" (Table 31).

A greater number of urban female students perceived "television/books" as being of "some help" in deciding how far to go in school, than did all rural students and urban male students (Table 32).

People viewed as being of "some help" in planning students' level of educational attainment were ranked according to their perceived degree of influence. It was found that students planning on attending university ranked "friends", "television/books" and "guidance counsellor" higher than did students in the other two groups (Table 33).

Further analysis revealed that regardless of the students socio-economic background, "mother" and "father" were most often seen as being of "some help" to the students when making decisions regarding levels of educational attainment. Students from medium and high socio-economic backgrounds ranked the influence of "guidance counsellors" higher than did students from a low socio-economic background (Table 35).

TABLE 29
 RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS
 BEING OF "SOME HELP" IN CHOOSING THEIR GRADE 10 COURSES BY TYPE OF DIVISION

People Being of "Some Help"	Division	
	Rural	Urban
Mother	1	1
Father	2	2
Friends	3	3
Brothers/Sisters	4	4
A Teacher	5	5
Your Homeroom Teacher	6	7
The Principal or Vice-Principal	7	9
Other Relatives or Adults	8	8
Guidance Counsellor/ Guidance Teacher	9	6
Priests/Religious Leaders	10	10

TABLE 30

THE DEGREE OF HELP STUDENTS INDICATED VARIOUS PEOPLE
AS HAVING ON STUDENTS' PLANNED LEVEL OF EDUCATION

People Influencing Planned Level of Education	Degree of Help			Number of Students
	No Help	Not Much Help	Very Much Help	
Mother	8%	23%	69%	427
Father	12%	24%	64%	423
Brothers/sisters	47%	30%	23%	419
Other relatives or adults	55%	31%	14%	416
Friends	45%	35%	20%	414
A teacher	54%	27%	19%	419
Your homeroom teacher	64%	21%	15%	416
Principal/vice principal	72%	18%	10%	416
Guidance counsellor/guidance teacher	73%	17%	10%	417
Priests/religious leaders	90%	8%	2%	415
Television/books	74%	18%	8%	416

TABLE 31

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF
 "SOME HELP" IN DECIDING HOW FAR TO GO IN SCHOOL BY TYPE OF DIVISION

People Being of "Some Help"	Division	
	Rural	Urban
Mother	1	1
Father	2	2
Friends	3	4
Brothers/Sisters	4	3
A Teacher	5	6
Other Relatives or Adults	6	5
Your Homeroom Teacher	7	9
The Principal or Vice-Principal	8	10
Guidance Counsellor/ Guidance Teacher	9	7
Television/Books	9	8
Priests/Religious Leaders	10	11

TABLE 32

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF
 "SOME HELP" IN DECIDING HOW FAR TO GO IN SCHOOL BY TYPE OF DIVISION BY SEX

People Being of "Some Help"	Division			
	Rural		Urban	
	Male	Female	Male	Female
Mother	1	1	1	1
Father	2	2	2	2
Brothers/Sisters	3	4	3	4
Friends	3	3	5	3
A Teacher	4	5	6	4
Other Relatives or Adults	5	6	4	5
Your Homeroom Teacher	6	7	7	8
The Principal or Vice-Principal	7	8	8	9
Television/Books	8	10	9	6
Guidance Counsellor/ Guidance Teacher	9	9	6	7
Priests/Religious Leaders	10	11	10	10

TABLE 33
STUDENTS' PLANNED LEVEL OF EDUCATION BY
STUDENTS' SOCIO-ECONOMIC STATUS

Planned Level of Education	<u>Socio-Economic Status</u>		
	Low	Medium	High
Some High School	7%	4%	1%
Complete High School	36%	18%	15%
Community College	13%	16%	7%
University	34%	52%	68%
Don't Know	<u>10%</u>	<u>10%</u>	<u>8%</u>
Number of Students	204	68	85

TABLE 34

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS
BEING OF "SOME HELP" IN DECIDING ON HOW FAR
TO GO IN SCHOOL BY STUDENTS' PLANNED LEVEL OF EDUCATION

People Being of "Some Help"	Planned Level of Education		
	Complete High School	Community College	University
Father	1	2	2
Brothers/Sisters	2	3	4
Mother	3	1	1
Friends	4	5	3
Other Relatives or Adults	5	8	5
A Teacher	6	4	5
A Homeroom Teacher	7	6	6
Principal/Vice-Principal	8	7	8
Television/Books	9	10	7
Guidance Counsellor/Teacher	10	9	7
Priests/Religious Leaders	11	11	9

TABLE 35

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS
BEING OF "SOME HELP" IN DECIDING HOW FAR
TO GO IN SCHOOL BY STUDENTS' SOCIO-ECONOMIC STATUS

People Being of "Some Help"	<u>Socio-Economic Status</u>		
	Low	Medium	High
Mother	1	1	1
Father	2	1	2
Friends	3	4	3
Brothers/Sisters	4	2	4
A Teacher	5	3	6
Other Relatives or Adults	6	3	5
Your Homeroom Teacher	7	5	8
Principal/Vice-Principal	8	7	10
Television/Books	9	8	9
Guidance Counsellor/Teacher	10	6	7
Priests/Religious Leaders	11	9	11

There appears to be a relationship between the students socio-economic background and their planned level of education. This is evidenced by the fact that students of high socio-economic status are more likely to plan on attaining higher levels of education (Table 33).

A comparison of planned level of education by grade by type of division revealed differences between the aspirations of rural and urban students (Table 36). Significantly larger numbers of urban students, in all grades, planned on attaining higher levels of education than did students from rural divisions (Table 37).

D. Planned Choice of Job

Overall "father" and "mother" were most often stated by students as being of "very much help" in their choice of job (Table 38). Of the remaining categories "brother/sisters", "friends" and "television/books" were cited by approximately the same number of students as being of "very much help" in choosing their planned job. Again, further analysis revealed differences according to the students socio-economic background and type of division.

A greater number of students from high socio-economic backgrounds ranked "television/books" as being of "some help" than did students from low and medium socio-economic backgrounds (Table 39). This difference was also evident in comparisons done by type of division, where urban students ranked "television/books" higher than did rural students (Table 40). Rural students ranked "friends" ahead of "brothers/sisters", "television/books" and "other relatives or adults", while among urban students "friends" followed these three categories.

It was observed that urban male students perceived the "guidance counsellor" as being of "some help" in choosing the students planned job in significantly larger numbers than their rural counterparts. (Table 41).

This chapter has described various factors influencing the students' decision making process. Now let us turn to students' planned program choice and various factors perceived by the students as influencing their decisions.

TABLE 36
 PLANNED LEVEL OF EDUCATION BY GRADE BY TYPE OF DIVISION

Planned Level of Education	Division					
	Rural			Urban		
	7	8	9	7	8	9
Complete High School	54%	38%	33%	7%	22%	13%
Community College	10%	13%	21%	7%	12%	22%
University	<u>35%</u>	<u>49%</u>	<u>45%</u>	<u>87%</u>	<u>66%</u>	<u>65%</u>
Number of Students	79	76	75	45	41	23

TABLE 37
 PLANNED LEVEL OF EDUCATION BY TYPE OF DIVISION

Planned Level of Education	Division	
	Rural	Urban
Complete High School	43%	14%
Community College	15%	12%
University	<u>43%</u>	<u>73%</u>
Number of Students	230	109

TABLE 38

THE DEGREE OF HELP STUDENTS INDICATED VARIOUS
PEOPLE AS HAVING ON STUDENTS' CHOICE OF PLANNED JOB

People Influencing Choice of Planned Job	<u>Degree of Help</u>			Number of Students
	No help	Not Much Help	Very Much Help	
Mother	23%	37%	40%	421
Father	25%	31%	44%	417
Brothers/Sisters	49%	33%	18%	411
Other Relatives or Adults	53%	35%	12%	416
Friends	46%	37%	17%	414
A Teacher	71%	21%	8%	412
Your Homeroom Teacher	78%	17%	5%	411
Principal/Vice-Principal	80%	14%	6%	413
Guidance Counsellor/ Guidance Teacher	78%	16%	6%	411
Priests/Religious Leaders	90%	9%	1%	408
Television/Books	50%	34%	16%	412

TABLE 39

RANK ORDERING OF PEOPLE PERCEIVED AS BEING OF
 "SOME HELP" ON STUDENTS CHOICE OF JOB BY STUDENTS'
 SOCIO-ECONOMIC STATUS

People Being of "Some Help"	<u>Socio-Economic Status</u>		
	Low	Medium	High
Mother	1	1	1
Father	2	2	1
Friends	3	6	2
Brothers/Sisters	4	4	4
Television/Books	5	5	3
Other Relatives/Adults	6	3	5
A Teacher	7	7	6
Your Homeroom Teacher	8	8	8
Guidance Counsellor/Teacher	8	9	9
Principal/Vice-Principal	8	8	7
Priests/Religious Leaders	9	9	10

TABLE 40

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF
 "SOME HELP" IN CHOOSING THEIR PLANNED JOB BY TYPE OF DIVISION

People Being of "Some Help"	Division	
	Rural	Urban
Mother	1	1
Father	2	2
Friends	3	6
Brothers/Sisters	4	5
Television/Books	5	3
Other Relatives or Adults	6	4
A Teacher	7	7
Your Homeroom Teacher	8	9
The Principal or Vice-Principal	9	10
Guidance Counsellor/ Guidance Teacher	10	8
Priests/Religious Leaders	11	11

TABLE 41

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF
"SOME HELP" IN CHOOSING THEIR PLANNED JOB BY TYPE OF DIVISION BY SEX

People Being of "Some Help"	Type of Division			
	Rural		Urban	
	Male	Female	Male	Female
Father	1	2	2	2
Mother	2	1	1	1
Brothers/Sisters	3	4	4	6
Friends	4	3	5	5
Television/Books	5	5	3	3
Other Relatives or Adults	6	6	4	4
A Teacher	7	7	7	7
Your Homeroom Teacher	8	8	8	8
The Principal or Vice-Principal	9	9	9	9
Guidance Counsellor/ Guidance Teacher	10	10	6	8
Priests/Religious Leaders	11	11	10	10

VI

STUDENTS' PLANNED PROGRAM CHOICE

Students' planned program choice is the focus of the following chapter. The discussion will identify differences which occur between groups of students when different variables are taken into consideration.

A. Planned Level of Education

As Table 42 indicates students planned level of education was compatible with their planned program choice. Of the grade 9 students planning on a 100, 101, or 102 program, only those indicating 101 appeared to be interested in the "community college" option. Grade 7 and 8 students planning a 100, 101 or 102 program appeared to be unaware of the community college option (Table 42).

Students at different grade levels were found to display varying program choices (Table 42A). For example, students in grade 9 regardless of division, were more likely to know their course choice than students in grade 7 and were more likely to choose 100 level courses. The largest percentage of grade 9 students selecting 100 level courses was found in Division 'C'. While the largest percentage of grade 9 students indicating a preference for 102 and 103 were in Divisions 'A' and 'B' respectively.

B. Students' Socio-Economic Backgrounds

The largest percentage of students from a high socio-economic background planning a 100 level program was from Division 'A' (Table 43). Students from a high socio-economic background in Divisions 'A' and 'B' appear to be less undecided with regard to their planned program choice than their counterparts from low and medium socio-economic backgrounds.

TABLE 42

STUDENTS' PLANNED LEVEL OF EDUCATION BY THEIR PLANNED PROGRAM
CHOICE BY STUDENTS' GRADE

Planned Level of Education	Program Choice by Grade														
	100			101			102			103			Don't Know		
	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
High School	7%	4%	7%	46%	57%	50%	35%	53%	80%	80%	50%	73%	48%	48%	-
Community College	16%	2%	18%	23%	21%	38%	-	20%	10%	-	33%	27%	6%	19%	-
University	<u>77%</u>	<u>94%</u>	<u>75%</u>	<u>31%</u>	<u>21%</u>	<u>13%</u>	<u>65%</u>	<u>27%</u>	<u>10%</u>	<u>20%</u>	<u>17%</u>	<u>-</u>	<u>46%</u>	<u>32%</u>	<u>-</u>
Number of Students	31	47	61	13	14	16	17	15	10	5	6	11	52	31	-

TABLE 42A

PLANNED PROGRAM CHOICE BY STUDENTS' GRADE

Planned Program Choice	Grade		
	7	8	9
Don't Know	46%	32%	-
100	22%	37%	57%
101	10%	15%	18%
102	15%	11%	10%
103	<u>7%</u>	<u>5%</u>	<u>15%</u>
Number of Students	144	154	118

TABLE 43

STUDENTS' SOCIO-ECONOMIC STATUS BY THEIR PLANNED PROGRAM CHOICE

Program Choice	Low			Medium			High		
	Division 'A'	Division 'B'	Division 'C'	Division 'A'	Division 'B'	Division 'C'	Division 'A'	Division 'B'	Division 'C'
100	24%	33%	54%	41%	44%	40%	72%	63%	42%
101	15%	16%	8%	11%	11%	20%	17%	19%	11%
102	16%	10%	12%	11%	11%	7%	6%	6%	15%
103	8%	20%	4%	7%	6%	7%	-	-	4%
Don't Know	<u>37%</u>	<u>21%</u>	<u>23%</u>	<u>30%</u>	<u>29%</u>	<u>27%</u>	<u>6%</u>	<u>13%</u>	<u>29%</u>
Number of Students	98	82	26	27	18	30	18	16	55

In Division 'C' 54% of students from a low socio-economic background planned on choosing a 100 level program. In comparison, 24% and 33 % of students from similar backgrounds in Divisions 'A' and 'B' respectively indicated they would choose 100 level courses. In these two divisions a larger percentage of students from a low socio-economic background planned on 101, 102, or 103 level programs. It was noted that the largest percentages of students indicating "don't know" for type of planned program were found in Division 'A'.

C. Type of High School

Generally, the students' planned level of education corresponded to the type of high school they chose (Table 44). Moreover, of the students not knowing their program choice, 65% of students in grades 7 and 8 stated they would be choosing an "academic" type of high school

It was noted that, of grade 7, 8 and 9 students indicating their program choice to be courses at the 103 level, a majority were unaware that these courses were not offered at "academic" high schools (Table 44).

Reasons for choosing a high school varied according to the type of high school chosen (Table 46). Students choosing an "academic" type of high school gave highest priority to reasons which were not job related. In contrast, students choosing a "comprehensive" or "vocational" type of high school more often stated job-related reasons for their choice of high school type.

A rank ordering of students' planned type of high school by reasons for their choice reveals the job-related concerns of students choosing "comprehensive" high schools (Table 46). These students ranked "it has courses that train me for a job" above all other categories.

TABLE 44

STUDENTS' PLANNED PROGRAM CHOICE BY THEIR GRADE
BY STUDENTS' PLANNED TYPE OF HIGH SCHOOL

Type of High School	Program Choice														
	100			101			102			103			Don't Know		
	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
Academic ¹	89%	82%	65%	82%	62%	55%	63%	65%	27%	63%	57%	60%	63%	68%	-
Comprehensive ²	11%	18%	35%	18%	38%	45%	38%	35%	73%	37%	43%	33%	37%	32%	-
Vocational ³	-	-	-	-	-	-	-	-	-	-	-	7%	-	-	-
Number of Students	27	55	66	11	21	20	16	17	11	8	7	15	49	41	-

¹Academic high school does not offer 103 level courses.

²Comprehensive high school offers all levels of courses.

³Vocational high school offers 103 level courses outside the students' home division. Therefore, it is assumed that the student is planning a "vocational program."

TABLE 45

TYPE OF HIGH SCHOOL STUDENTS CHOSE BY REASONS FOR THEIR CHOICE

Reasons for Choosing High School	Type of High School			Number of Students
	Academic	Comprehensive	Vocational	
My parents want me to go there	68%	33%	-	194
My brothers/sisters go there	73%	27%	-	113
My friends are going there	64%	36%	-	216
It has courses that prepare me for almost any career	55%	45%	-	168
It has courses that lead to further education after high school	68%	32%	-	174
It has courses that train me for a job	53%	46%	1%	178
It has courses that allow me to get a job as soon as I leave high school	51%	49%	-	107
It allows me to work at a part-time job	70%	30%	-	89
It is the nearest one	75%	25%	-	204
There are no other schools I can attend	73%	27%	-	45
I don't know	75%	25%	-	12
None of the above	75%	25%	-	8

TABLE 46

RANK ORDERING OF STUDENTS' PLANNED TYPE OF
HIGH SCHOOL BY REASONS FOR THEIR CHOICE

Reasons for Choosing High School	Type of High School		
	Academic	Comprehensive	Vocational
It is the nearest one	1	5	-
My friends are going there	2	2	-
My parents want me to go there	3	3	-
It has courses that lead to further education after high school	4	4	-
It has courses that train me for a job	5	1	1
It has courses that prepare me for almost any career	5	2	-
My brothers/sisters go there	6	6	-
It has courses that allow me to get a job as soon as I leave high school	7	5	-
It allows me to work at a part-time job	7	7	-
There are no other schools I can attend	8	8	-
I don't know	9	9	-
None of the above	<u>9</u>	<u>9</u>	<u>-</u>
Number of responses	974	533	1

APPENDIX A

APPENDIX A

TABLE A1

RANK ORDERING OF PEOPLE STUDENTS PERCEIVED AS BEING OF "SOME HELP"
IN CHOOSING GRADE 10 COURSES BY THE STUDENTS INTENDED COURSE CHOICE

People Being of "Some Help"*	Planned Course Choice			
	100	101	102	103
Mother	1	1	2	2
Father	2	2	1	3
Friends	3	3	3	1
A Teacher	4	5	4	4
Brothers/Sisters	5	4	5	7
Your Homeroom Teacher	6	6	8	5
Principal/Vice-Principal	7	8	6	6
Guidance Counsellor/ Guidance Teacher	8	9	9	9
Other Relatives or Adults	9	7	7	8
Priests/Religious Leaders	10	10	10	10

*"Some help" was obtained by combining the "not much help" and "very much help" categories.

APPENDIX A

TABLE A2

TOPICS ABOUT WHICH STUDENTS' WOULD LIKE TO GET INFORMATION BY PLANNED PROGRAM CHOICE BY TYPE OF DIVISION

Topics about which students would like to get information	Division											Number of Students	
	Don't Know	Rural					Number of Students	Urban					
		100	101	102	103	Don't Know		100	101	102	103		
Personal problems	26%	44%	8%	15%	7%	39	33%	25%	25%	8%	9%	12	
Family problems	27%	24%	18%	21%	10%	34	29%	24%	12%	29%	6%	17	
Problems with friends	40%	23%	13%	23%	3%	40	29%	38%	14%	14%	5%	21	
Problems with boyfriends/girlfriends	28%	28%	16%	16%	12%	68	47%	41%	6%	6%	-	17	
School marks or grades	30%	27%	15%	15%	13%	112	28%	33%	19%	15%	6%	54	
Planning your high school program	30%	40%	13%	8%	9%	112	20%	50%	15%	15%	-	54	
Job plans when you finish your education	29%	33%	17%	10%	11%	155	30%	45%	12%	11%	1%	73	
Attending university	18%	71%	8%	3%	-	96	23%	58%	10%	8%	3%	80	
Attending community college	13%	40%	26%	6%	15%	53	27%	55%	-	9%	9%	11	
Attending business school	28%	21%	14%	35%	3%	29	20%	30%	30%	20%	-	10	
Leaving high school before finishing	35%	-	30%	13%	22%	23	29%	14%	14%	29%	14%	7	
Sex education	29%	37%	12%	10%	12%	41	44%	50%	-	6%	-	18	
Alcohol and drug education	30%	21%	9%	18%	21%	33	39%	39%	4%	17%	-	23	
How to get along in everyday life	24%	31%	13%	18%	15%	55	32%	46%	5%	9%	9%	22	
Discipline/school problems	40%	-	13%	27%	20%	15	25%	63%	-	13%	-	8	
Applying/looking for a job	28%	34%	18%	10%	10%	158	35%	43%	9%	10%	3%	58	

APPENDIX A

TABLE A3

RANK ORDERING OF STUDENTS PLANNED TYPE OF HIGH SCHOOL BY
REASONS FOR THEIR CHOICE BY TYPE OF DIVISION

Reasons for Choosing High School	Type of High School					
	Academic		Comprehensive		Vocational	
	Rural	Urban	Rural	Urban	Rural	Urban
My parents want me to go there	1	5	3	6	-	-
It is the nearest one	2	1	5	4	-	-
My friends are going	3	2	2	1	-	-
It has courses that lead to further education after high school	4	3	4	3	1	-
It has courses that prepare me for almost any career	5	5	2	2	-	-
It has courses that train me for a job	5	4	1	1	-	-
My brothers/sisters go there	6	6	7	6	-	-
It allows me to work at a part-time job	7	7	8	5	-	-
It has courses that allow me to get a job as soon as I leave high school	8	8	9	7	-	-
There are no other schools I can attend	10	10	10	6	-	-
I don't know	10	9	10	6	-	-
None of the above	11	11	10	7	-	-

APPENDIX A

TABLE A4

STUDENTS PLANNED LEVEL OF EDUCATION BY NUMBER OF BROTHERS AND SISTERS BY GRADE

Planned Level of Education	Number of Brothers and Sisters														
	None			1			2			3			4 or more		
	7	8	9	7	8	9	7	8	9	7	8	9	7	8	9
High School	-	33%	-	13%	22%	33%	36%	20%	19%	54%	56%	26%	50%	36%	39%
Community College	-	-	100%	7%	11%	17%	3%	10%	11%	13%	11%	37%	18%	18%	19%
University	<u>100%</u>	<u>66%</u>	<u>-</u>	<u>80%</u>	<u>67%</u>	<u>50%</u>	<u>62%</u>	<u>70%</u>	<u>70%</u>	<u>33%</u>	<u>33%</u>	<u>37%</u>	<u>32%</u>	<u>46%</u>	<u>42%</u>
Number of Students	1	3	1	30	27	18	39	30	27	24	27	19	28	28	31

APPENDIX A

TABLE A5

PLANNED PROGRAM CHOICE BY TYPE OF DIVISION BY STUDENTS' GRADE

Planned Program Choice	Division					
	Rural			Urban		
	7	8	9	7	8	9
Don't Know	44%	37%	-	49%	22%	-
100	20%	33%	52%	25%	46%	75%
101	12%	16%	18%	8%	12%	17%
102	15%	10%	12%	16%	14%	4%
103	<u>9%</u>	<u>4%</u>	<u>18%</u>	<u>2%</u>	<u>6%</u>	<u>4%</u>
Number of Students	93	104	90	51	50	28

APPENDIX B

Answer the following questions like this:

You are a? - human (X) - fish ()
 - giraffe () - belt buckle ()

You are a human so you place an X in the circle beside the right answer.

1. You are a?

- Male ⁶○₁

- Female $\bigcirc_2$

2. How many brothers and sisters do you have?

- None ⁷○₁

- Three $\bigcirc_4$

- One 

- Four or More $\bigcirc_s$

- Two O₃

3. This question is about school. How far do you think your mother, father went in school? How far do you think you will go in school? (Put an (X) in the circle beside the answer you agree with).

	<u>Your Mother</u> 8	<u>Your Father</u> 9	<u>Yourself</u> 10
- Less than grade 8	O ₁	O ₁	O ₁
- Some high school	O ₂	O ₂	O ₂
- Complete high school	O ₃	O ₃	O ₃
- Community College (tradesman, hairstresser)	O ₄	O ₄	O ₄
- University	O ₅	O ₅	O ₅
- Don't know	O ₆	O ₆	O ₆
- Other (what? _____) _____)	O ₇	O ₇	O ₇

4. What is your father's/guardian's full time job? Use two words or more to name his job. Instead of writing "salesman" write "shoe salesman"; or "restaurant manager" instead of just "manager".

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☐	☐	11-12
☐		13

5. a) Do you know the high school you will be going to after you finish grade 9?

- yes ¹⁴ ☐ ₁ → What is the high school name? _____
- no ☐ ₂ → GO TO QUESTION 6
- not going ☐ ₃ → GO TO QUESTION 6

- b) Why are you planning on going to this high school? (Put an (X) in all the circles beside the answers you agree with.)

- | | |
|--|---------------------------------------|
| - My parents want me to go there | 15 ☐ ₁ |
| - My brothers/sisters go there | 16 ☐ ₁ |
| - My friends are going | 17 ☐ ₁ |
| - It has courses that prepare me for almost any career | 18 ☐ ₁ |
| - It has courses that lead to further education after high school | 19 ☐ ₁ |
| - It has courses that train me for a job | 20 ☐ ₁ |
| - It has courses that allow me to get a job as soon as I leave high school | 21 ☐ ₁ |
| - It allows me to work at a part-time job | 22 ☐ ₁ |
| - It is the nearest one | 23 ☐ ₁ |
| - There are no other schools I can attend | 24 ☐ ₁ |
| - I don't know | 25 ☐ ₁ |
| - None of the above | 26 ☐ ₁ |

6. How much will/did each of the following people help you choose the high school you plan on going to after grade 9? (Put an (X) in the circle under the answer you agree with).

EXAMPLE: Donald Duck will not likely have helped you make this decision therefore you would put an (X) in the circle under no help.

	No help	Not much help	Very much help
EXAMPLE: DONALD DUCK	☒	☐	☐
- Mother	27 ☐ 1	☐ 2	☐ 3
- Father	28 ☐ 1	☐ 2	☐ 3
- Brothers/sisters	29 ☐ 1	☐ 2	☐ 3
- Other relatives or adults	30 ☐ 1	☐ 2	☐ 3
- Friends	31 ☐ 1	☐ 2	☐ 3
- A teacher	32 ☐ 1	☐ 2	☐ 3
- Your homeroom teacher	33 ☐ 1	☐ 2	☐ 3
- The principal or vice-principal	34 ☐ 1	☐ 2	☐ 3
- Guidance counsellor/ guidance teacher	35 ☐ 1	☐ 2	☐ 3
- Priests/religious leaders	36 ☐ 1	☐ 2	☐ 3

7. In at least two words describe the full-time job you plan on doing when you finish your education. For example, instead of writing "salesman", write down "shoe salesman"; or "restaurant manager" instead of just "manager".

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☐ ☐ 37-38

8. Listed below are questions you may have about your planned job or jobs in general. Put an (X) beside four of the questions you would like to know more about. Use no more than four (X's).

- What is the best school to attend

39 ☐ 1

- What courses should I take at high school

40 ☐ 1

- What kind of grades are needed

41 ☐ 1

- Do I have to go to university/
community college

42 ☐ 1

- What training is needed

43 ☐ 1

- How long is the training

44 ☐ 1

- How does it pay

45 ☐ 1

- What are the hours of work

46 ☐ 1

- What kind of work will I be doing

47 ☐ 1

- What jobs are open in this field

48 ☐ 1

- What are the costs (tuition fees/
training costs)

49 ☐ 1

- What is the location of job

50 ☐ 1

- What are the physical requirements

51 ☐ 1

- Other (what? _____
_____)

52 ☐ 1

9. How much will/did each of the following people help you choose your planned job? (Put an (X) in the circle under the answer you agree with.)

	<u>No help</u>	<u>Not much help</u>	<u>Very much help</u>
- Mother	53 ☐ ₁	☐ ₂	☐ ₃
- Father	54 ☐ ₁	☐ ₂	☐ ₃
- Brothers/sisters	55 ☐ ₁	☐ ₂	☐ ₃
- Other relatives or adults	56 ☐ ₁	☐ ₂	☐ ₃
- Friends	57 ☐ ₁	☐ ₂	☐ ₃
- A teacher	58 ☐ ₁	☐ ₂	☐ ₃
- Your homeroom teacher	59 ☐ ₁	☐ ₂	☐ ₃
- The principal or vice-principal	60 ☐ ₁	☐ ₂	☐ ₃
- Guidance counsellor/ guidance teacher	61 ☐ ₁	☐ ₂	☐ ₃
- Priests/religious leaders	62 ☐ ₁	☐ ₂	☐ ₃
- Television/books	63 ☐ ₁	☐ ₂	☐ ₃
- Other (who? _____)	64 ☐ ₁	☐ ₂	☐ ₃

10. a) When you finish grade 9 what courses will make up the major part of your grade 10 courses. (Put an (X) in the circle beside the type of courses you will be taking.)

- don't know ⁶⁵ ☐₁

- 100 level courses (university entrance) ☐₂

- 101 level courses (general courses) ☐₃

- 102 level courses (business education) ☐₄

- 103 level courses (vocational-industrial) ☐₅

- other (what? _____) ☐₆

10. b) How much will/did each of the following people help you choose your grade 10 COURSES? (Put an (X) in the circle under the answer you agree with.)

	<u>No help</u>	<u>Not much help</u>	<u>Very much help</u>
- Mother	66 ☐ ₁	☐ ₂	☐ ₃
- Father	67 ☐ ₁	☐ ₂	☐ ₃
- Brothers/sisters	68 ☐ ₁	☐ ₂	☐ ₃
- Other relatives or adults	69 ☐ ₁	☐ ₂	☐ ₃
- Friends	70 ☐ ₁	☐ ₂	☐ ₃
- A teacher	71 ☐ ₁	☐ ₂	☐ ₃
- Your homeroom teacher	72 ☐ ₁	☐ ₂	☐ ₃
- The principal or vice-principal	73 ☐ ₁	☐ ₂	☐ ₃
- Guidance counsellor/ guidance teacher	74 ☐ ₁	☐ ₂	☐ ₃
- Priests/religious leaders	75 ☐ ₁	☐ ₂	☐ ₃
- Other (who? _____)	76 ☐ ₁	☐ ₂	☐ ₃

11. How much will/did each of the following people help you plan how far you will go in school? (Put an (X) in the circle under the answer you agree with.)

	<u>No help</u>	<u>Not much help</u>	<u>Very much help</u>
- Mother	6 ☐ ₁	☐ ₂	☐ ₃
- Father	7 ☐ ₁	☐ ₂	☐ ₃
- Brothers/sisters	8 ☐ ₁	☐ ₂	☐ ₃
- Other relatives or adults	9 ☐ ₁	☐ ₂	☐ ₃
- Friends	10 ☐ ₁	☐ ₂	☐ ₃
- A teacher	11 ☐ ₁	☐ ₂	☐ ₃
- Your homeroom teacher	12 ☐ ₁	☐ ₂	☐ ₃
- The principal or vice-principal	13 ☐ ₁	☐ ₂	☐ ₃
- Guidance counsellor/ guidance teacher	14 ☐ ₁	☐ ₂	☐ ₃
- Priests/religious leaders	15 ☐ ₁	☐ ₂	☐ ₃
- Television/books	16 ☐ ₁	☐ ₂	☐ ₃
- Other (who? _____)	17 ☐ ₁	☐ ₂	☐ ₃

12. a) Is there a guidance counsellor/guidance teacher in your school?

- Yes ¹⁸ ☐₁

- No ☐₂ → GO TO QUESTION 13

- Don't know ☐₃

12. b) Below is a listing of counselling services which you may or may not have used. Please place an (X) in the circle under the comment that best describes your experience this year.

	<u>I did not use it</u>	<u>I did use it</u>	<u>I was not satisfied</u>	<u>I was a little satisfied</u>	<u>I was very satisfied</u>
- Personal problems	19 ☐ 1 ↓	☐ 2 →	36 ☐ 1	☐ 2	☐ 3
- Family problems	20 ☐ 1 ↓	☐ 2 →	37 ☐ 1	☐ 2	☐ 3
- Problem with friends	21 ☐ 1 ↓	☐ 2 →	38 ☐ 1	☐ 2	☐ 3
- Problems with boy- friends/girlfriends	22 ☐ 1 ↓	☐ 2 →	39 ☐ 1	☐ 2	☐ 3
- School marks or grades	23 ☐ 1 ↓	☐ 2 →	40 ☐ 1	☐ 2	☐ 3
- Planning your high school program	24 ☐ 1 ↓	☐ 2 →	41 ☐ 1	☐ 2	☐ 3
- Job plans when you finish your education	25 ☐ 1 ↓	☐ 2 →	42 ☐ 1	☐ 2	☐ 3
- Attending university	26 ☐ 1	☐ 2 →	43 ☐ 1	☐ 2	☐ 3

(continued on next page)

	<u>I did not use it</u>	<u>I did use it</u>	<u>I was not satisfied</u>	<u>I was a little satisfied</u>	<u>I was very satisfied</u>
- Attending community college	27 ☐ 1 	☐ 2 	44 ☐ 1	☐ 2	☐ 3
- Attending business school	28 ☐ 1 	☐ 2 	45 ☐ 1	☐ 2	☐ 3
- Leaving high school before finishing	29 ☐ 1 	☐ 2 	46 ☐ 1	☐ 2	☐ 3
- Sex education	30 ☐ 1 	☐ 2 	47 ☐ 1	☐ 2	☐ 3
- Alcohol and drug education (including smoking)	31 ☐ 1 	☐ 2 	48 ☐ 1	☐ 2	☐ 3
- How to get along in everyday life	32 ☐ 1 	☐ 2 	49 ☐ 1	☐ 2	☐ 3
- Discipline/school problems	33 ☐ 1 	☐ 2 	50 ☐ 1	☐ 2	☐ 3
- Applying/looking for a job	34 ☐ 1 	☐ 2 	51 ☐ 1	☐ 2	☐ 3
- Other (what? _____)	35 ☐ 1	☐ 2 	52 ☐ 1	☐ 2	☐ 3

13. Put an (X) beside the four topics that you would most like to get information about. Use no more than four (X's).

- Personal problems 53 ☐ 1
- Family problems 54 ☐ 1
- Problems with friends 55 ☐ 1
- Problems with boyfriends/
girlfriends 56 ☐ 1
- School marks or grades 57 ☐ 1
- Planning your high school
program 58 ☐ 1
- Job plans when you finish
your education 59 ☐ 1
- Attending university 60 ☐ 1
- Attending community college 61 ☐ 1
- Attending business school 62 ☐ 1
- Leaving high school before
finishing 63 ☐ 1
- Sex education 64 ☐ 1
- Alcohol and drug education
(including smoking) 65 ☐ 1
- How to get along in
everyday life 66 ☐ 1
- Discipline/school problems 67 ☐ 1
- Applying/looking for a job 68 ☐ 1
- Other (what? _____) 69 ☐ 1

14. a) Did you have the regular guidance classes this year?

- yes ⁷⁰ ☐ ₁ → CONTINUE WITH b

- no ☐ ₂ → GO TO QUESTION 15

b) How many times a month do you usually see the guidance counsellor/guidance teacher in a guidance class?

- once a month ⁷¹ ☐ ₁

- twice a month ☐ ₂

- three times a month ☐ ₃

- four times a month ☐ ₄

15. a) Did you meet with guidance counsellor/guidance teacher on your own this year?

- yes ⁷² ☐ ₁ → GO TO QUESTION 15c

- no ☐ ₂ → CONTINUE WITH b

b) WHY NOT? _____

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☐ ☐ 73-74

c) How often have you gone to see the guidance counsellor/guidance teacher on your own this year?

- once ⁷⁵ ☐ ₁

- twice ☐ ₂

- three times ☐ ₃

- four or more times ☐ ₄

16. a) Did you meet with the guidance counsellor/guidance teacher in a small group this year?

- yes ⁷⁶ ☐ ₁ → CONTINUE WITH b.

- no ☐ ₂ → GO TO QUESTION 17

- b) How often have you gone to see the guidance counsellor/guidance teacher in a small group this year?

- once ⁷⁷ ☐ ₁

- twice ☐ ₂

- three times ☐ ₃

- four or more times ☐ ₄

17. During the year do all students in your grade meet on their own with the guidance counsellor whether they want to or not?

- yes ⁷⁸ ☐ ₁

- no ☐ ₂

- don't know ☐ ₃

- there is no guidance counsellor/guidance teacher in this school ☐ ₄

18. Does your school have a place where students can find books, magazines and other information related to guidance topics?

- yes ⁷⁹ ☐ ₁

- no ☐ ₂

- don't know ☐ ₃

THANK YOU FOR YOUR HELP